

# Eating Under the Rainbow

**Pillar: Healthy Eating**

**Division I**

**Grade Level(s): 1 to 3**

**Core Curriculum Connections: Language Arts and Math**

## I. Rationale:

Studies have found that fast-food ads dominate children’s programming. To provide children with a perspective on the lure of less healthy snack-food advertisements, it’s important that they understand where these types of foods can fit into a healthy diet. Once they have an understanding of the concept of balance and moderation, they can begin to deconstruct the ads themselves. Students will record their own daily intake, discuss the various food groups, and display the results by graphing them according to the expectations at their grade level.

## II. Activity Objectives:

*Students will demonstrate:*

- an awareness of the types of foods needed to maintain a healthy body.
- an increased awareness of the principles of balance and moderation in fitting “sometimes food” snacks into a healthy diet.
- an appreciation of the importance of maintaining an active lifestyle.

## III. Curriculum Outcomes:

Mathematics: Grades 1-3 Strand: Statistics and Probability (Data Analysis)	Language Arts: Grades 1-3
<p><b>General Outcome:</b> Collect, display and describe data, independently, based on first-hand information.</p> <p><b>Grade 1</b> <b>Specific Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Collect, with guidance, first-hand information by counting objects, conducting surveys, measuring and performing simple experiments. [C, PS]</li> <li>2. Construct, with guidance, a concrete/object graph and a pictograph, using one-to-one correspondence. [CN, PS, V]</li> <li>3. Compare data, using appropriate language, including quantitative terms, such as how many more. [C, E]</li> <li>4. Pose oral questions in relation to the data gathered.</li> </ol>	<p><b>1.1 Discover and Explore</b></p> <ul style="list-style-type: none"> <li>• Express ideas and develop understanding</li> </ul> <p><b>1.2 Clarify and Extend</b></p> <ul style="list-style-type: none"> <li>• Consider others’ ideas</li> <li>• Combine ideas</li> <li>• Extend understanding</li> </ul> <p><b>2.1 Use Strategies and Cues</b></p> <ul style="list-style-type: none"> <li>• Use prior knowledge</li> </ul>

<p><b>Grade 2</b>  <b>Specific Outcomes:</b>  2. Choose an appropriate recording method, such as tally marks, to collect data. [R]  3. Organize data, using such graphic organizers as diagrams, charts and lists. [CN, PS]  4. Construct and label concrete/object graphs, pictographs and bar graphs. [PS, V]  5. Discuss data, and draw and communicate appropriate conclusions. [C, R]  6. Generate new questions from displayed data.[C, R]</p>	<p><b>3.1 Plan and Focus</b></p> <ul style="list-style-type: none"> <li>• Focus attention</li> <li>• Determine information needs</li> <li>• Plan to gather information</li> </ul> <p><b>3.3 Organize, Record, and Evaluate</b></p> <ul style="list-style-type: none"> <li>• Organize information</li> <li>• Record information</li> <li>• Evaluate information</li> </ul> <p><b>3.4 Share and Review</b></p> <ul style="list-style-type: none"> <li>• Share ideas and information</li> </ul>
<p><b>Grade 3:</b>  <b>Specific Outcomes:</b>  1. Collect data, using measuring devices and printed/technology resources. [PS, T]  2. Display data, using rank ordering. [C, V]  3. Display the same data in more than one way. [PS]  4. Make predictions and inferences when solving similar problems. [CN, E, PS]  5. Obtain new information by performing arithmetic operations on the data. [E, PS, T]</p>	<p><b>4.1 Enhance and Improve</b></p> <ul style="list-style-type: none"> <li>• Appraise own and others' work</li> </ul> <p><b>4.3 Present and Share</b></p> <ul style="list-style-type: none"> <li>• Present information</li> <li>• Demonstrate attentive listening and viewing</li> </ul>

### III. Preparation and Materials:

For background material on the nutritional needs of young children, read:

- [Eating Well with Canada's Food Guide— a Resource for Educators and Communicators](http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/educ-comm/index-eng.php) (<http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/educ-comm/index-eng.php> )
- [Eating Well with Canada's Food Guide](http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php) (<http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php>)
- Have students collect and bring in pictures of various foods from grocery store flyers.
- Photocopy the student handout:
- My Daily Food Record (attached)
- Draw a rainbow, like the one in *My Daily Food Record*, on the chalkboard.
- A possible lead-in to these lessons might be a book for children such as *The Berenstain Bears and Too Much Junk Food*.

### IV. Procedure:

#### Guided Discussion:

All foods can fit into healthy eating when the basic principles of balance and moderation are applied. Healthy eating incorporates foods from the four food groups every day. These include: Vegetables and Fruit, Grain Products, Milk and Alternatives, and Meat and Alternatives.

People who have a balanced diet ensure that they eat foods from all the food groups and recognize their

bodies' signals regarding how much to eat. A good analogy in teaching children about balance and moderation is explaining that a healthy diet is much like a puzzle; each piece is an important part of the whole picture. So, just as there are puzzle pieces with different colours, shapes and sizes, there are foods with different amounts of fibre, vitamins, minerals, sugar, fat, salt and calories. That's what balance and moderation are all about.

To make it easy to remember the foods we need, Health Canada organizes our food groups into a rainbow. We use green for Vegetables and Fruit, yellow for Grain Products, blue for Milk and Alternatives and red for Meat and Alternatives. Using the collected food flyers, have each child cut out three or four of his or her favourite foods. Afterward, ask each child to place his or her pictures into its proper food group on the blackboard rainbow. Place foods that do not fit into any of the four food groups to the side of the rainbow, as foods to limit.

### **Discussion:**

Review the foods that have been placed on the rainbow and fill in any blanks that may help the children better understand these different types of foods. (For example, if there are no beans, peas or lentils in Meat and Alternatives, you may want to add a picture or two to help children understand their options).

Discuss the fact that different people need different servings per day. Children aged 4 to 8 require 5 servings of Vegetables and Fruit, 4 servings of Grain Products, 2 servings of Milk and Alternatives and 1 serving of Meat or Alternatives.

Discuss the foods that were not placed on the rainbow. Ask the children:

- Where do these foods fit into the rainbow?
- Why isn't there a food group for them?
- Why aren't these foods as healthy as the foods on the rainbow?
- Can we eat these foods and still be healthy?
- How much less healthy (sometimes foods) may we eat each day?

### **Activity:**

Distribute "My Daily Food Record" to students. Tell them that they will be monitoring their eating for one day to find out how well they fill their own food rainbows. Beginning with today's breakfast, have children draw or write the foods they have eaten in the appropriate sections. Tell them to draw a special place for less healthy (sometimes foods) food outside the rainbow.

The following day, review their findings and discuss ways that they may fill in any "gaps" in their rainbows.

### **Math Connection:**

- Use the data collected by the students in the class to create various types of graphs (according to grade level outcomes) that represent their eating habits. Make goals for improvement.
- Make calculations and solve word problems using the data collected and displayed in the classroom rainbow and individual food records of each student.

### **Social Studies:**





- Create a large rainbow in the classroom where students can gather and share healthy snacks underneath the rainbow together.

#### **V. Assessment Ideas:**

- Completed food rainbows and food graphs, ensuring the data represented in the graph is accurate.

# My Daily Food Record

## Canada's Food Guide

-  **Vegetables and Fruit**
-  **Grain Products**
-  **Milk and Alternatives**
-  **Meat and Alternatives**



K.5.K.C.1a  
S.5.K.A.3a

# The Food Guide Rainbow (continued)



